



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

idiomatic illustrative sentences given for each grammatical principle presented, in itself one of the most valuable characteristics of the old work as well as of the new. But when practical exercises for all forms of inflections are desired at any cost, some puerilities are perhaps inevitable, as *verbi gracia*, Ex. IV, sentence 11: “¿*Quiere el burro también té y azúcar?* (Does the *donkey* wish likewise tea and sugar?)” It is true that petted animals are sometimes, it is said, regaled with gratuities of sugar, but tea . . . ?

The book is creditably free from such ethnographical affinities, however, as such the traditional samples of linguistic bulls, like the following: “Has the baker our bread? No, but he has our fine asses;” or, “Have you seen the red cow of the sick general’s wife? No, but I have seen the fierce dog of your mother-in-law;” or, “The Italian shoemaker has purchased an Egyptian antelope from the Andalusian merchant;” or, “The professor has pulled the under jaw of the hen (*i. e.*, its teeth?);” and other like curiosities in good repute. This inanity has so discredited the simple but indispensable auxiliaries of language study as to drive teachers to the other extreme, and to give an impetus to distressingly learned forms of grammatical exposition from which composition is banished altogether or made as artificial as the former system was ridiculous. Our author, far from falling characteristically into such slips as the example cited, errs in the other extreme—as if conscious of the older danger to be avoided—and too often sets the student exercises that are bewildering and discouraging for their heavy academic flavor. *E. g.* (p. 116), “Hydrofluoric acid possesses the remarkable property of attacking glass, etc.,” or (p. 134), “The beautiful phenomenon of the rainbow is produced by the decomposition which the light of the sun undergoes when it is reflected by the drops of water of a cloud that has been condensed into rain;” and this from a student who quite likely is unable to ask for a glass of water in the idiom he is learning. Such a style of composition, apart from having no practical value for the learner, has the further disadvantage of requiring the introduction of a burdensome vocabulary in quantity and quality, and one as well fitted for a practical purpose as the use of a steam-hammer for crushing egg shells. With certain exercise (*e. g.*, xxii and xxv) the impression is that new and strange terms roll in by the hundred. Small wonder if the student is sometimes disheartened in the presence of such a lexicographical landslide, which is no sooner painfully cleaned up than another tumbles down into its place. Yet, in spite of these defects, the new grammar is incontestibly one of the most important works of its class in the field, and one so uniformly accurate and well arranged that it claims our warm indorsement.

A Spanish Grammar. By SAMUEL GARNER. American Book Co., 1901. Pp. 291 (grammar and exercises); 292–346 (readings), 347–415, (vocabulary and index).

THIS is one of the best of the grammars projected along the time-honored, albeit somewhat outworn, lines of the dead-language grammars, which begin scrupulously with articles, continuing systematically through to verbs and beyond, and finishing up with “syntax.” Many teachers prefer such a system of linguistic exposition which imposes—if it do not discourage—by a thorough and methodic air that inspires confidence. The grave defect of such a scheme, as hinted in the preceding notice, is that it delays reading, and the lively student interest that comes from such an exercise, by postponing to the last the things of prime importance and difficulty which, in some

measure at least, should be brought in early. But doubtless any departure from the beaten track should be made cautiously, and only by a competent guide convinced of his mission; otherwise more harm than good may easily result to the wanderer.

However much one may differ as to methods and systems, Professor Garner's book is unquestionably a good grammar. It has no great novelties of exposition; in his preface the author wisely acknowledges that the field of his grammar admits of little originality. But it is accurate, and one feels throughout the touch of the masterhand in the work of assorting and presenting details. Disputed or complicated points are treated with a degree of common-sense that is refreshing, as, when speaking of pronunciation, he says (preface) that "the objectors [*i. e.*, to English analogies in foreign pronunciation] so far have produced no system sufficiently simple and practical to take the place of such treatment." This is an interesting admission in the frankness with which it puts aside, in an elementary treatise, recondite considerations—phonetic or otherwise—which may properly do credit to the author's scholarship, albeit at the expense of flying high over the learner's head. He adds that "nothing will prove a substitute for the living teacher;" but his theory is apparently that, in the absence of this, we had better be satisfied with the half-loaf of knowledge the substitute may furnish us rather than none at all.

Following this principle, the author sums up the pronunciation of the five vowels, for example, in as many brief lines; *e. g.*, "*e* varies (*sic*) between *a* in *late* and *e* in *where*." Such brevity leaves many future perplexities unsolved. Yet after all, in the present state of the much-disputed subject as to the proper quality of certain Spanish vowels, this is perhaps all that can be safely said, although some might do so in more words with a garnish of abstruse terms.

The exercises are very good, being fairly abundant, and free from puerilities, on the one hand, and academic heaviness, on the other. They are to a high degree practical and useful. The reading supplement seems to us the least satisfactory or successful part of the volume. This does not arise from any criticism we have to make of the style of the selections so much as to their grading, and above all from objection to the principle of tacking on a reading department to a *bona fide* grammar. Teachers differ so widely in their preferences for early reading, and their judgment of the proper grading of this, that it seems impracticable to weigh down a permanent body of linguistic instruction with a mass of reading matter concerning which there is not likely to be any fixed standard of agreement. Admiral Cervera's "Report on the Battle of Santiago" is the most valuable selection, and a piece of literature that, from its superior style, spirit, and historic significance, should have a place in any good Spanish chrestomathy or reader for the use of Americans.

Schilling's Spanish Grammar. Translated and edited by FREDERICK ZAGEL. New York: Henry Holt & Co. Pp. 340.

THIS is the well-known German work recently put into English dress to correspond to the French and Italian editions of the same work. That the book is *safe* and not without substantial merit may be presumed from its having stood the test of numerous editions and a widespread vogue in the German original. It is built on the well-known Ollendorf-Sauer-Otto system, which means that a vast amount of ill-assorted and loosely articulating matter is presented to the learner without any attempt at selection in the interests of the best practical results. The learner will go through the book without much enthusiasm and in a mechanical sort of way, bringing